

WELCOME!

Now that you are logged in, please go to the Meeting menu at the top of this screen to set up and test your microphone. You will need to do this every time you log into a learning community.

Go to Meeting

Select Manage My Settings

Select Audio Setup Wizard – go through the steps!



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Formative Assessment for Montana Educators: Classroom Instruction

*An Online Class Presented by the Office
of Public Instruction Summer 2012
Judy Snow, State Assessment Director*



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Format

- Reading Assignments
 - *Formative Assessment: Making It Happen in the Classroom* by Margaret Heritage (Fame I)
 - *Embedded Formative Assessment* by D. Wiliam
 - Additional Readings (listed on the syllabus table)
- Online Learning Communities
 - Individuals or groups
 - Graduate credit—required on the timeline specified in the syllabus
 - Renewal units—optional, depending on number of units desired.



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Important Information

- Attendance – This will be recorded for CEU and graduate credit purposes.
- Assignments – We will go over this in class on the first night and answer all of your questions.



Introductions

- As we will be spending important time together, please introduce yourself to the learning community....
- The facilitator will begin...



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Objectives

1. *Learn about the process of formative assessment.*
2. *Explore the theoretical and research base, which underpins formative assessment.*
3. Gain an understanding of comprehensive assessment systems
4. Learn about the relationship between the use of assessment for formative and summative purposes



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Assessment

- Coherent
- Comprehensive
- Continuous



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Formative vs. Summative

What did we learn about formative assessment from our readings?

How do we describe formative versus summative assessment?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Professional Learning Communities

- Reflection Question #1

1. How often do you use formative assessment in your classroom?

How often do you use summative assessment?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Reflection Question #2

2. For what purposes do you use summative and formative assessment? Are these purposes the same as the ones described in the chapter?



Reflective Question #3

- Which areas that you have read about in this chapter would you like to develop further in your work?



Black and Wiliam

- “Teachers need to know about their pupils’ progress and difficulties with learning so that they can adapt their work to meet their needs—needs which are often unpredictable and which vary from one pupil to another. Teachers can find out what they need in a variety of ways — from observation and discussion in the classroom, and from written work of pupils whether done as homework or in class.”
- What does this mean to you?



Black and Wiliam

- **There is evidence that improving formative assessment raises standards.**
- **There is room for improvement.**
- **There is evidence about how to improve formative assessment.**



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Black and Wiliam

- **“Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.”**
- **How does this statement relate to our current assessment processes?**



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Black and Wiliam

- **“For formative assessment to be productive, pupils should be trained in self assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve.”**
- **Are your students skilled at self-assessment? How can you help?**



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

- **“Tests and homework exercises can be an invaluable guide to learning, but the exercises must be clear and relevant to learning aims. The feedback on them should give each pupil guidance on how to improve, and each must be given opportunity and help to work at the improvement.”**
- **Do you agree with this statement?**



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Why is an understanding of a comprehensive assessment system important?

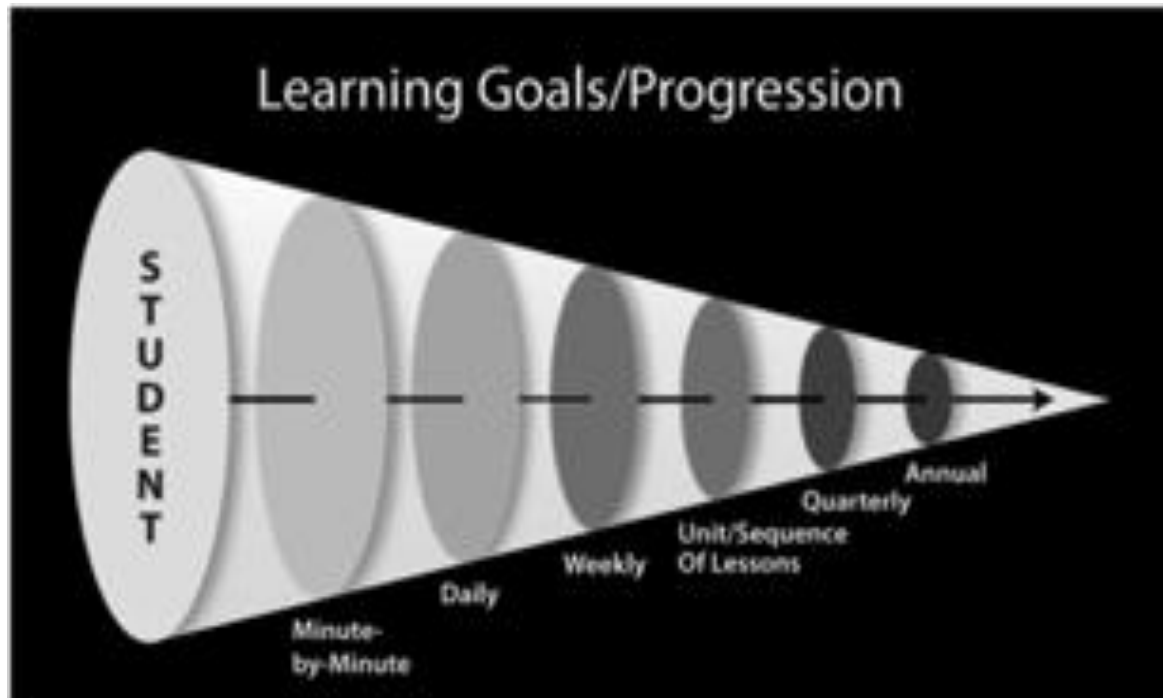
How effective/helpful is the image of the cone (Margaret Heritage)?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Visualizing a Comprehensive Assessment System



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

10 Principles : Assessment *for* Learning... (p.3, ref. p.108)

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment
- Recognizes all educational achievement

(ARG, 2002)



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

An Assessment Continuum (p.114)

	Informal Formative	Formal Formative	Informal Summative	Formal Summative
Major focus				
Purpose				
How is evidence collected?				
Basis of judgment				
Judged by				
Action taken				
Epithet				



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Discussion Questions

How can summative assessment be used to help learning?

Does summative assessment have a role in formative assessment? Limitations?

How does formative assessment fit in the overall assessment system?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Discussion Questions

How can summative assessment be used to help learning?

Does summative assessment have a role in formative assessment? Limitations?

How does formative assessment fit in the overall assessment system?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Discussion Questions

How can formative assessment be used in summative assessment? Limitations?

About implementing formative assessment Harlan says:
“What a teacher needs is not a prescribed lesson content but a set of strategies to deploy” To what degree is this so? What is being said about goals?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Assessment in your profession

1. Tell us about the assessments you use in terms of how well these assessments serve formative or summative purposes.
2. *How might your assessments be evaluated in light of the 10 principles of assessment for learning?*
3. *Which principles are in need of strengthening in your practice?*



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

What's Next?

- Next week, read:
 - Read the chapters and articles assigned in the syllabus and be prepared to discuss them

Questions?



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Thanks for your active participation!

- Please send additional comments, questions, or feedback to me at stevie@bresnan.net

